**Subject Curriculum Map: English literature Year 11 2023-24** 

Exam Board & Assessment Method: Eduqas 100% final examination

<u>Curriculum Intent:</u> The literature course intends to inspire students to understand a range of different texts throughout history and to develop their understanding of the impact of language, structure and form. The context element of the course allows students to broaden their understanding of historical influences on texts. The aim of this course is to develop students' skills in analysis, evaluation and comparison. The year 11 curriculum aims to allow students to synthesise all of the knowledge accumulated throughout the two year course and to develop strategies to help with time management both in the exam and with independent work.

<u>Curriculum Implementation:</u> Students have 5 lessons over a fortnight. In year 11, alongside revision of the texts studied in year 10, students study: Macbeth, 18 poems from the Eduqas anthology and look at unseen poetry. Homework is in the form of one tasks a fortnight. These tasks build on, and solidify, the learning from year 10. Teachers use a range of different strategies in lessons to encourage students to develop independence and resilience including: group work, timed independent work, peer and self-assessment, modelling text analysis and analysis of sample exam scripts appropriate to the ability of the class.

<u>Curriculum Impact:</u> To consolidate the learning from year 10. The impact of the literature course is that students should be able to analyse texts confidently by the end of year 11, particularly unseen texts. They should have a clear understanding of how language, structure and form are used to create the writer's purpose. They will also be confident with evaluation at some level; more sophisticated evaluation at the top end compared with personal opinions at the lower end. Students will also have the confidence to proof read their written work to check, and correct, technical inaccuracies. We hope to inspire students to develop their understanding of both literature and language by continuing their study of English into higher education.

Year11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
<b>T</b>		5 1			5	2
Themes, Concepts &	C. 1 C	Develop study of			Detailed	<u>Exams</u>
Ideas	Study of	Macbeth	Development of		understanding	
	Macbeth	exploring key	poetry (focus	Development	of key themes.	
	exploring key	characters and	nature and	of poetry	Plot and	
	characters and	themes (guilt,	place).		characters in	
	understanding	revenge, tragedy,		Detailed	all texts: 19 <sup>th</sup>	
	their	masculinity etc)	Exam Skills	understanding	century text,	
	relationships.		(Macbeth)	of key themes	all poems in	
		Revise poetry			the anthology,	
	Close analysis	clusters love and			Macbeth,	
	of the text	conflict for			Unseen poetry	
		November mock.			and WIB or	
					AIC.	
					Themes: love,	
					conflict,	
					power, guilt,	
					relationships,	
					violence,	
					revenge,	
					society	
Knowledge and		Apply analysis	Knowledge of the		Collate	<u>Exams</u>
understanding	Knowledge of	skills to difficult	social, historical	Knowledge of	understanding	
_	conventions of	language;	and cultural	the social,	of all texts and	
	a tragedy.	students of all	context for	historical and	demonstrate	
	Begin to gain	ability to discuss	poetry.	cultural	an	
	an	the effect of	, ,	context for	understanding	
	understanding	structure at some	An understanding	poetry.	through exam	
	of	level. Consider	of how context,	,		

	Shakespearian language in order to understand the plot and key characters in the text. Develop analysis skills from year 10 and applying them to a more challenging text.	the writer's purpose and how it is conveyed through the language. Higher ability students to begin to evaluate their view of the characters and key themes. Consider how the conventions of a tragedy affect the language choices and structure of the play.	analysis and language skills will support with their approach to language and literature texts.	An understanding of how context, analysis and language skills will support with their approach to language and literature texts.	style questions.  Knowledge of context for specific texts  Understanding of the AOs and when they are being assessed on each.	
Subject specific skills	Applying appropriate methods of language analysis, using relevant subject terminology.	Understanding and beginning to analyse difficult language.  Exam skills: Proof reading work for spelling and punctuation mistakes and to expand choices of vocabulary and expression in order to develop writing skills.	Analyse how language is used to express key themes. Evaluate the themes and characters and consider how they develop across the whole plot.	Applying appropriate methods of language analysis, using relevant subject terminology.	Collate their understanding of all texts and how to apply this to exam questions.  Making connections across texts in comparisons and also considering the connection between skills	Exams

mora and h contempoetr  Explorelation betwoed fiction character gender opponished and higher dilemmetric and higher the second second secon	through considering how a modern and contemporary reader may interpret texts differently.  er, rtunities noral imas.	Understanding stereotypes and considering how these are challenged in writing.  To reflect on prior learning from year 10	Relationships, moral codes and historical context in poetry.  Exploring the relationships between fictional characters – gender, opportunities and moral dilemmas.	key ideas/ themes and language in essay questions.  Higher ability: to sustain this analysis and evaluation across all texts.  To reflect on their learning particularly with mock feedback.  How to set personal, measurable targets for their revision.	<u>Exams</u>
<b>2.Skills For life</b> Litera plann	icy – Resilience ling and through studying	Resilience through studying	Literacy – planning and	Resilience through mock	<u>Exams</u>

	structuring a response to an exam style question. Using accurate terminology.  Essay writing - planning and structuring an essay. Using an appropriate register. Resilience – Learning new contextual information. Approaching exam style questions and reflecting on feedback.	a difficult text and using different strategies to overcome any misunderstanding of plot/ language.	a difficult text and using different strategies to overcome any misunderstanding of plot/ language  Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision.	structuring a response to an exam style question. Using accurate terminology.  Essay writing planning and structuring an essay. Using an appropriate register. Resilience – Learning new contextual information and language skills. Approaching exam style questions and reflecting on	feedback and setting next step targets.  Self-evaluation through consideration of their own revision up to the exams. Also through the mock feedback students set targets for future revision.	
				feedback.		_
3.FBV	Tolerance – understanding the topical issues raised in poetry from stereotypes and discrimination to the	Literary heritage- understanding of fundamental British literary heritage and discussions of why this is still relevant today (considering	Tolerance – understanding the topical issues raised in texts	Tolerance – understanding the topical issues raised in poetry from stereotypes and discrimination to the	Independence: Revision of each text. Embed their revision completed as part of homework in previous	<u>Exams</u>

					1	
	representation	some modern		representation	terms.	
	of the	language that		of the	Students now	
	government.	originated from		government.	create their	
	To understand	Shakespeare)		To understand	own/ extra	
	how tolerance	Independence:		how tolerance	revision	
	has altered	Students are		has altered	resources	
	over time as	encouraged to		over time as	(scaffolded for	
	attitudes have	complete revision		attitudes have	lower ability	
	changed.	tasks in their own		changed.	sets through	
		time.			additional	
					homework)	
Stretch & challenge	Comparison –	Conduct extra	Evaluation –	Comparison –	SAM learning	<u>Exams</u>
	being able to	research into the	evaluating the	being able to	tasks.	
	compare the	conventions of	ways in which	compare the		
	relationships	Shakespearian	meanings and	relationships	Students to	
	between texts	Tragedy.	ideas are	between texts	complete	
	and contexts.	Begin to consider	conveyed	and contexts.	exam style	
	To consider	the key themes	through language	To consider	essays under	
	how the	and discuss how	in the play.	how the	timed	
	contexts in	they evolve		contexts in	conditions in	
	which texts	throughout the		which texts	their	
	are engaged	first half of the		are engaged	independent	
	with by	play.		with by	time.	
	different	Aim to use		different		
	audiences.	sophisticated		audiences.	Evaluate the	
	Evaluation –	Research a range		Evaluation –	effect of	
	evaluating the	of different non-		evaluating the	context – show	
	ways in which	fiction texts to		ways in which	a secure	
	meanings and	apply the skills		meanings and	understanding	
	ideas are	and terminology		ideas are	of the	
	conveyed	developed in		conveyed	relationships	
	through	lessons.		through	between texts	
					and the	
					and the	

	language in	Students can		language in	contexts in	
	poetry	complete extra		poetry	which they	
	poetry	exam style		poctry	were written	
		•			were written	
Management for a		questions	1.1		A	<b>F</b>
Key assessment focus,	Assessment	Mock: Poetry	Literature AO1	Assessment	Assessment	<u>Exams</u>
suggested assessments	focus: (AO1,	Anthology and	AO2 AO4	focus: Poetry	focus:	
	AO2 and AO3)	Macbeth Extract.		(AO1, AO2 and	Analysing	
				AO3)	language,	
	Α				structure and	
		Literature AO1			form and	
	Extract	AO2		Exam question	linking texts.	
	question.			for poetry.	Develop	
					personal	
					responses to	
					texts	
					considering	
					the writer's	
					purpose. (AO1,	
					A02, AO3	
					AO4)Sustained	
					across each	
					essay (Band 5	
					responses)	
					Assessment:	
					full literature	
					mock	
					Paper 1: 2hour	
					Paper 2: 2hr	
					30 minutes	
Special events					English	<u>Exams</u>
Special events					Literature	LAGIIIS
					Masterclasses	
					iviastertiasses	

Visite / systems accomplisation	Francisch Clude	Francials Club for	Finalish Club for	Figaliah Club	Francisch Club	F.,,
Visits/extra curricular	English Club	English Club for	English Club for	English Club	English Club	<u>Exams</u>
	for year 11	year 11 takes	year 10 takes	for year 11	for year 11	
	takes place	place every	place every	takes place	takes place	
	every	Wednesday after	Wednesday after	every	every	
	Wednesday	school for one	school for one	Wednesday	Wednesday	
	after school	hour. Students	hour. Students	after school	after school	
	for one hour.	are able to	are able to	for one hour.	for one hour.	
	Students are	receive extra	receive extra	Students are	Students are	
	able to receive	support. Sessions	support. Sessions	able to receive	able to receive	
	extra revision	are tailored to	are tailored to	extra revision	extra revision	
	and support.	each student	each student	and support.	and support.	
	Sessions are	depending on	depending on	Sessions are	Sessions are	
	tailored to	their need.	their need.	tailored to	tailored to	
	focus on the	Creative writing	Creative writing	focus on the	focus on the	
	skills needed	club takes place	club takes place	skills needed	skills needed	
	for the	once every two	once every two	for the	for the	
	external exam.	weeks for an	weeks for an	external exam.	external exam.	
		hour after school.	hour after school.			
	Creative	Students can	Students can	Creative	Creative	
	writing club	tailor their skills	tailor their skills	writing club	writing club	
	takes place	in imaginative	in imaginative	takes place	takes place	
	once every	and transactional	and transactional	once every	once every	
	two weeks for	writing.	writing.	two weeks for	two weeks for	
	an hour after			an hour after	an hour after	
	school.			school.	school.	
	Students can			Students can	Students can	
	tailor their			tailor their	tailor their	
	skills in			skills in	skills in	
	imaginative			imaginative	imaginative	
	and			and	and	
	transactional			transactional	transactional	
	writing.			writing.	writing.	

Homework/Independent	Fortnightly	Fortnightly	Fortnightly	Fortnightly	Fortnightly	Exam
Learning	homework	homework	homework	homework	homework	
	outlined in a	outlined in a	outlined in a	outlined in a	outlined in a	
	homework	homework pack.	homework pack.	homework	homework	
	pack.	Homework may	Homework may	pack.	pack.	
	Homework	range from	range from	Homework	Homework	
	may range	practice essays,	practice essays,	may range	may range	
	from practice	exam questions	exam questions	from practice	from practice	
	essays, exam	or creative tasks.	or creative tasks.	essays, exam	essays, exam	
	questions or			questions or	questions or	
	creative tasks.			creative tasks.	creative tasks.	